DOCUMENT RESUME

ED 370 407 FL 022 182

AUTHOR	Lynch, Joanne
TITLE	Cognitive Academic Language Learning Approach (Project CALLA), Community School District 2 Special Alternative Instruction Program. Final Evaluation Report, 1992-93. OREA Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	13 Sep 93
CONTRACT	T003E00162
NOTE	51p.
AVAILABLE FROM	Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Brooklyn, NY 11201.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Attendance Patterns; *Bilingual Education Programs; Elementary Education; *English (Second Language); Inservice Teacher Education; *Limited English Speaking; Mathematics Instruction; Parent Participation; Program Effectiveness; Public Schools; Questionnaires; Reading Instruction; Science Instruction; Second Language Instruction; Social Studies; Staff Development
IDENTIFIERS	Content Area Teaching; New York City Board of Education

ABSTRACT

Cognitive Academic Language Learning Approach (Project CALLA) was a federally funded program serving 960 limited-English-proficient students in 10 Manhattan (New York) elementary schools in 1992-93 its third year of operation. The project provided instruction in English as a Second Language (ESL), mathematics, science, and social studies in kindergarten through grade 6. Staff development workshops, individualized staff training, parent ESL instruction, and parent involvement activities were also important program components. The project met all its stated objectives in English language development and the content areas, staff development, and the parent involvement objective for understanding children's education, but not the parent involvement objective for parent participation in activities. It is suggested that in this case, either attendance records were inadequate or the participation level targeted was unrealistic. The major recommendation for program improvement was to modify this objective. Appended materials include lists of instructional materials, class schedule, and staff and parent questionnaires used in program evaluation. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 370 407

OREA Report

Cognitive Academic Language Learning Approach
(Project CALLA)
Community School District 2
Special Alternative Instruction Program
Grant Number T003E00162
FINAL EVALUATION REPORT
1992-93

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert

Tabor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL022182

BEST COPY AVAILABLE

FL

Cognitive Academic Language Learning Approach
(Project CALLA)
Community School District 2
Special Alternative Instruction Program
Grant Number T003E00162
FINAL EVALUATION REPORT
1992-93

Ms. Susan Mayberger, Project Coordinator
C.S.D. 2
330 West 18th Street
New York, NY 10011
(212) 337-8718

NEW YORK CITY BOARD OF EDUCATION

Carol A. Gresser
President

Irene H. Impellizzeri
Vice President

Victor Gotbaum
Michael J. Petrides
Luis O. Reyes
Ninfa Segarra-Vélez
Dennis M. Walcott
Members

Andrea Schlesinger
Student Advisory Member

Ramon C. Cortines
Chancellor

9/13/93

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201, Telephone: (718) 935-3320.

BEST COPY AVAILABLE

EXECUTIVE SUMMARY

The Cognitive Academic Language Learning Approach (Project CALLA), an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, was in its third year in 1992-93. It functioned at ten schools in Community School District (C.S.D.) 2 in Manhattan: P.S. 1, 2, 33, 42, 51, 111, 116, 124, 151, and 198. In the year under review, Project CALLA served 960 limited English proficient (LEP) students. LEP status was determined by scores at or below the 40th percentile on the Language Assessment Battery (LAB).

Staff development was an important focus of Project CALLA. Participating teachers attended workshops throughout the year. They also received individualized training to meet the special needs of LEP students, with emphasis on improving their English reading and content area skills. Parents were offered E.S.L. classes and the opportunity to attend a variety of meetings throughout the year.

The project met all of its student objectives in English language development and the content areas. It also met all staff development objectives. The project met the parental involvement objective for understanding children's education but did not meet the objective for parental participation in activities. This may have been due to inadequate attendance records, or the fact that the number of parents projected to participate (60 percent) was unrealistic. The project director indicated that greater emphasis will be placed on documenting the involvement of project parents in activities.

The following recommendation was made based on the findings of this evaluation:

- Seek to modify the objective for parental participation in activities, to make it more realistic.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Ms. Joanne Lynch for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Educational Research
Board of Education of the City of New York
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790 FAX (718) 935-5490

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Project Context	1
	Student Characteristics	3
	Project Objectives	6
	Project Implementation	8
	Parent and Community Involvement Activities	12
II.	EVALUATION METHODOLOGY	13
	Evaluation Design	13
	Instruments of Measurement	13
	Data Collection and Analysis	15
III.	FINDINGS	17
	Participants' Educational Progress	17
	Former Participants' Progress in English Language Classrooms	23
	Overall Educational Progress Achieved Through Project	23
	Staff Development Outcomes	25
	Parental Involvement Outcomes	29
IV.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	31
	Achievement of Objectives	31
	Most and Least Effective Components	31
	Recommendation to Enhance Project Effectiveness	32
APPENDIX A	Instructional Materials	33
APPENDIX B	Class Schedule	37
APPENDIX C	Questionnaires	38

LIST OF TABLES

		PAGE
TABLE 1	Number of Students in Project CALLA, by Site	3
TABLE 2	Students' Native Language	4
TABLE 3	Students' Countries of Origin	5
TABLE 4	Project Staff Qualifications	9
TABLE 5	Qualifications of Non-Title VII Staff	10
TABLE 6	Pretest/Posttest N.C.E. Differences on the Language Assessment Battery (LAB), by Site	19
TABLE 7	Final Grades in E.S.L. and Mathematics, by Site	21
TABLE 8	Final Grades in Science and Social Studies, by Site	22
TABLE 9	Project and Mainstream Students' Attendance, by Site	24

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) 1992-93 evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII program, Cognitive Academic Language Learning Approach (Project CALLA).

PROJECT CONTEXT

The project was in its third year at P.S. 1, 2, 33, 42, 51, 111, 116, 124, 151, and 198 in Community School District (C.S.D.) 2 in Manhattan.

Of the 605 students at P.S. 1, 72 percent (433) were Asian-American, 14 percent (87) were Latino, 13 percent (76) were African-American, and 1.0 percent (9) were European-American. Ninety-one percent of the students were eligible for the federal free-lunch program, an indicator of low family income, and 37 percent of students were of limited English proficiency (LEP).

Of the 882 students at P.S. 2, 81 percent (714) were Asian-American, 10 percent (84) were Latino, 7 percent (65) were African-American, and 2 percent (19) were European-American. Ninety percent of the students were eligible for free lunch, and 34 percent were LEP.

Of the 340 students at P.S. 33, 58 percent (197) were Latino, 22 percent (75) were African-American, 12 percent (41) were Asian-American, and 8 percent (27) were European-American. Eighty-four percent of students were eligible for free lunch and 29 percent were LEP.

Of the 871 students at P.S. 42, 83 percent (721) were Asian, 13 percent (113) were Latino, 3 percent (26) were African-American, and 1 percent (11) was European-

American. Ninety-four percent of students were eligible for free lunch and 45 percent of the students were LEP.

Of the 257 students at P.S. 51, 60 percent (154) were Latino, 24 percent (62) were African-American, 11 percent (27) were European-American, and 5 percent (14) were Asian-American. Ninety-three percent of students were eligible for free lunch and 30 percent were LEP.

Of the 633 students at P.S. 111, 71 percent (448) were Latino, 14 percent (91) were African-American, 11 percent (69) were European-American, and 4 percent (25) were Asian-American. Eighty-eight percent of students were eligible for free lunch and 22 percent were LEP.

Of the 687 students at P.S. 116, 33 percent (229) were Latino, 30 percent (204) were African-American, 25 percent (175) were European-American, and 12 percent (79) were Asian-American. Sixty-four percent of students were eligible for free lunch, 14 percent were LEP.

Of the 1,118 students at P.S. 124, 92 percent of students (1,033) were Asian-American, four percent (41) were European-American, two percent (22) were African-American, and two percent (22) were Latino. Seventy-three percent of students were eligible for free lunch, and 28 percent were LEP.

Of the 247 students at P.S. 151, 35 percent (87) were Latino, 31 percent (76) were African-American, 26 percent (64) were European-American, and 8 percent (20) were Asian-American. Eighty-one percent of the students were eligible for free lunch, and 14 percent of students were LEP.

Of the 367 students at P.S. 198, 57 percent (210) were Latino, 27 percent (100) were African-American, 11 percent (38) were European-American, and 5 percent (19)

were Asian-American. Seventy-eight percent of the students were eligible for free lunch, and 19 percent were LEP.

STUDENT CHARACTERISTICS

Project CALLA served a total of 960 LEP students (see Table 1), the majority of whom were Spanish- or Chinese-speaking students in kindergarten through sixth grade. Project students came from a variety of countries. (See Table 3.) Students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) were determined to be LEP. Male students numbered 491 (51 percent) and female 467 (49 percent); gender was not reported for two. Approximately 87 percent of project participants came from low-income families and were eligible for the free-lunch program.

TABLE 1

Number of Students in Project CALLA, by Site

Site	Total
P.S. 1	47
P.S. 2	109
P.S. 33	62
P.S. 42	142
P.S. 51	83
P.S. 111	66
P.S. 116	132
P.S. 124	200
P.S. 151	32
P.S. 198	87
Total	960

TABLE 2

Students' Native Languages

Native Language	Number of Students
Spanish	271
Chinese	457
Cantonese	371
Chinese (Dialect Unknown)	33
Fukinese	31
Mandarin	22
English	99
Arabic	28
Romanian	12
Not Reported	93

Needs Assessment

Before instituting Project CALLA, C.S.D. 2 conducted a complete needs assessment. Using the results of the LAB, it was determined that in the 1989-90 school year, the C.S.D. had 2,077 Chinese-speaking, 569 Spanish-speaking, and 247 students speaking a variety of other languages who were LEP and were not receiving services.

To familiarize them with English and help them acculturate, Project CALLA proposed to provide services to these students.

TABLE 3

Students' Countries of Origin

Country	Number of Students
United States	486
China	90
Hong Kong	25
Dominican Republic	21
Yemen	18
Mexico	12
Yugoslavia	11
Philippines	11
Ecuador	10
Romania	10
Bangladesh	5
Bhutan	5
Korea	5
Pakistan	4
Poland	4
Venezuela	4
Colombia	3
Malaysia	3
Nambia	3
Not Reported	200
Other	30

PROJECT OBJECTIVES

Student Objectives

- By June 30, 1993, 60 percent of participating students will improve their English language skills as demonstrated by a significant increase in scores on the LAB, as measured by a correlated t-test for significance of difference between pre- and post-test scores converted into N.C.E.s.

- By June 30, 1993, at least 50 percent of a random, stratified sample of the target population who began at the beginning or intermediate level of English language academic material linguistic difficulty, and who have been receiving project services for at least five months, will have progressed at least one level (from beginning to intermediate, from intermediate to advanced) in the difficulty of material they are using in their subject area classes, as measured by reviews of participating teacher class records by District E.S.L. staff.

- By June 30, 1993, at least 50 percent of a random, stratified sample of the target population will show improvement in math, science, and social studies by maintaining a satisfactory or improving one level, as demonstrated by a comparison of the November report card to the end of year report card.

Staff Development Objectives

- By November 30, 1992, the Resource Teacher will have completed classroom-specific needs assessments of LEP students and teachers of LEP students in each target school, as measured by needs assessment logs.

- By June 30, 1993, the Resource Teacher will have successfully provided a range of project services to LEP students, as measured by project logs.

- By March 30, 1993, the Resource Teacher will have collected, modified, and developed a library of E.S.L. resources for the teachers in the target schools, as measured by the existence and use of the library.

- By June 30, 1993, the Resource Teacher will have successfully provided a range of project services to the teachers of LEP students, as measured by project logs and independent observations of the techniques used by teachers of LEP students in their classrooms.

- By June 30, 1993, the Resource Teacher will have begun to collect, edit, and distribute the best of the teacher-developed units in each subject area, as measured by the creation and distribution of such materials.

- By September 1, 1992, 35 teachers at the target schools will have completed a one-week summer institute on CALLA techniques and methodologies.

- By September 1, 1992, 80 percent of the participating teachers in the summer institute will have demonstrated knowledge of the content and methodology of cognitive approaches to English language development, as measured by pre- and post-training questionnaires.

- By February 1, 1993, all participating teachers will have completed individual needs assessments for working with their LEP students, as measured by the Resource Teacher needs assessment logs.

- By June 30, 1993, 90 percent of participating teachers will have received direct, individualized services from the Resource Teacher.

- By June 30, 1993, 90 percent of participating teachers will demonstrate the use of project-provided E.S.L. strategies, as well as modify and develop their own materials and/or use materials modified and developed by their colleagues to better meet the needs of the LEP students as measured by a questionnaire.

- By June 30, 1993, 65 percent of the participating teachers will have established mechanisms for meeting regularly with E.S.L./bilingual and/or subject area teachers of LEP students at the same grade level, as measured by participating teacher and Resource Teacher logs.

Parental Involvement Objectives

- By June 1993, at least 60 percent of the parents of participating students will have taken part in three or more activities for parents, as measured by attendance records for parental involvement activities.

- By June 1993, at least 60 percent of the parents of participating students will have demonstrated a satisfactory level of understanding of and participation in their children's education, as measured by a parent checklist and by teachers reports.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project CALLA provided instructional and support service to 960 LEP students and their families. The main goals of the project were to improve LEP students' English language reading and reading-related achievement skills; increase their science, social studies, and mathematics skills; and provide training to better enable teachers to meet the needs of LEP students.

In order to attain these goals, the project conducted extensive staff development throughout the year and at a summer institute. Teachers were trained to use the cognitive, academic, language learning approach (CALLA) which addresses the particular academic vocabulary and linguistic concepts that students must master if they are to succeed in academic subject areas.

Capacity Building

The project intends to use tax-levy or Part 154 funding to provide coverage for target staff who will be released for training.

Materials, Methods, and Techniques

All content area courses were taught with an E.S.L. methodology. Instructional strategies used for E.S.L. and the content areas included whole language, total physical response, hands-on activities, cooperative learning, peer tutoring, and the CALLA approach.

For a list of instructional materials used, see Appendix A.

Staff Qualifications

Title VII staff. The project's Title VII staff consisted of an E.S.L. resource specialist, who also served as project coordinator, and a school neighborhood worker. For a description of degrees held, and language competencies, see Table 4.

TABLE 4

Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Resource Specialist/Project Coordinator	M.A.	Spanish
School Neighborhood Worker	H.S.	Chinese

The responsibilities of the E.S.L. resource specialist/project coordinator included providing teacher training, parent workshops, and E.S.L. classes; ordering and disseminating materials; maintaining the resource center at P.S. 198; and districtwide training.

The responsibilities of the neighborhood worker included dissemination of materials, translation of materials for Chinese parents, accompanying parents to conferences, and providing administrative support.

Other staff. Tax-levy funds paid the salaries of ten classroom teachers. For a list of degrees held, certification, and language competence (teaching or communicative proficiency*), see Table 5. All staff were certified in the area they taught.

TABLE 5

Qualifications of Non-Title VII Staff

Title	Degree(s)	Certificates/Licenses	Language Competence
10 Teachers	10 M.A.	7 E.S.L. 1 Common Branches 2 C.B./E.S.L.	2 Spanish TP 2 French TP 1 Chinese TP

Staff development. Teacher training was an integral part of Project CALLA. Workshops were given throughout the year, covering such topics as CALLA approaches, E.S.L. strategies in content areas, hands-on activities in the sciences, and cooperative learning in the content areas. CALLA teachers attended at least four full-day training sessions and had the opportunity to visit a "master teacher" or exemplary program. The resource specialist met with individual teachers once or twice a week to offer assistance. In addition, the resource specialist provided numerous model lessons for participating students and teachers and followed up with meetings and visits to the classroom. Teachers also received a week of training

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

during the summer institute.

The district put out an E.S.L./Bilingual newsletter, "The Global Class," which shared E.S.L. strategies and CALLA approaches and offered information on meetings, conferences, and events of interest to E.S.L., bilingual, and project teachers.

Instructional Time Spent on Particular Tasks

See Appendix B for an example of a class schedule.

Length of Time Participants Received Instruction

Students had a median of 1.16 years of education in a non-English-speaking school system and 1.92 years of education in the United States. Average participation in Project CALLA was 9.45 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Students

Students who were deemed gifted and talented were encouraged by Project CALLA to participate in special programs, such as plays and exhibitions. Students who were physically challenged were given individual lessons with modified activities as necessary. Project students also received special services such as reading recovery, the facilities of the resource room, speech therapy, counseling, mentoring, and remedial mathematics as required.

Students were referred to special education because of low academic performance, low standardized test scores, emotional/behavioral problems, or speech disorders. All schools had School-Based Support Team (S.B.S.T.) members that included bilingual social workers and educational evaluators, or other staff members who were fluent in the language of the students.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Parents were provided with E.S.L. classes two days a week at P.S. 33, P.S. 111, and P.S. 198. They attended Parent Advisory Committee (PAC) meetings throughout the year. Parents attended the New York State Association for Bilingual Education (SABE) Parents Institute as well as the National Association for Asian and Pacific-American Education (NAAPAE) Parents Institute.

Project CALLA published a parent newsletter in English/Spanish and English/Chinese that was distributed to all parents.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students's performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills in populations similar to those served by Project CALLA.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the first E.S.L. objective. The second E.S.L. objective, which called for progression of a random,

stratified sample by one level, was measured by examining the students level at the start of the year and at the end. The content area objective in mathematics, science, and social studies was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manual, the LAB is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the objectives for staff training, the project resource teacher reported to OREA. OREA also developed and distributed evaluation questionnaires for teachers to report on their knowledge of the content and methodology of cognitive approaches to English language development, and the use of project provided E.S.L. strategies and the modification and development of materials. (See Appendix C.)

In order to assess the parental involvement objectives, OREA developed and used a questionnaire translated into Chinese and Spanish. (See Appendix C.) The second parental involvement objective was measured by attendance records.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-month Testing Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of the above instrument might be that LAB norms were based on the performance of English Proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

E.S.L. classes were offered four to five times per week. Instructional strategies used for E.S.L. included total physical response, whole language, the CALLA approach, cooperative learning, language experience, and peer tutoring.

LEP Participants' Progress in English

An OREA evaluation consultant observed a kindergarten E.S.L. class at P.S. 116. The children were working on their daily journals and wrote a sentence or two to accompany a picture that they drew. The topic of the day was what the children intended to do on their spring vacation. If the children had trouble with a word, the teacher would help them sound it out. In some cases, the teacher would ask them to find the word written somewhere in the room as a guide. The students' work was displayed around the room.

The OREA consultant also visited a first grade E.S.L. pull-out class at P.S. 116. The class was for new immigrants, ages seven through thirteen. The teacher went over the calendar with the students and also gave them their own calendar to fill in. The students listened to the tape "Jazz Chants for Children," reading along from a book. The teacher gave out cards with phrases from the tape, and each child read a phrase. The children then played a matching game with their cards.

The evaluation objective for English language development was:

- By June 30, 1993, 60 percent of participating students will improve their English language skills as demonstrated by a significant increase in scores on the LAB, as measured by a correlated t-test for significance of difference between pre- and post-test scores converted into N.C.E.s.

There were complete pre- and posttest scores on the LAB for 867 students in kindergarten through sixth grade. (See Table 6.) An average of 76 percent of students demonstrated a significant increase. Students showed a mean gain of 17.8 N.C.E.s (s.d.= 22.4), which was statistically significant ($p<.05$).

The project met its objective for English language development.

- By June 30, 1993, at least 50 percent of a random, stratified sample of the target population who began at the beginning or intermediate level of English language academic material linguistic difficulty, and who have been receiving project services for at least five months, will have progressed at least one level (from beginning to intermediate, from intermediate to advanced) in the difficulty of material they are using in their subject area classes, as measured by reviews of participating teacher class records by District E.S.L. staff.

Ninety-five students were selected as a random, stratified sample of the target population. Of those students for whom data were reported, 69 percent progressed at least one level of E.S.L. by the end of the project year. (See Table 7.)

The project met its objective for E.S.L.

LEP Participant's Progress in Native Language

Since this was a special alternative project serving many language groups, native language instruction was not offered.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 1	47	44	28.5	10.9	49.4	23.6	20.9	26.5	5.2*
P.S. 2	109	105	12.6	13.7	37.2	19.3	24.6	19.8	12.7*
P.S. 33	62	55	20.4	12.1	36.5	23.8	16.1	19.8	6.0*
P.S. 42	142	135	21.2	12.5	34.3	18.1	13.0	20.7	7.4*
P.S. 51	83	73	21.5	15.9	24.6	16.4	3.1	13.2	2.0
P.S. 111	66	44	20.8	14.6	31.7	17.2	11.0	16.2	4.5*
P.S. 116	132	119	18.0	14.1	42.4	22.7	24.4	27.5	9.7*
P.S. 124	200	198	25.2	13.6	48.3	22.2	23.1	22.0	14.8*
P.S. 151	32	27	12.4	14.8	31.7	29.6	19.3	28.9	3.5*
P.S. 198	87	67	22.3	12.0	30.6	16.7	8.4	14.1	4.9*
Total	960	867	20.8	14.1	38.5	22.0	17.8	22.4	23.4*

*$p < .05$

- Students at all sites but P.S. 51 showed a significant gain in LAB scores from pretest to posttest.

LEP Participant's Academic Achievement

Instructional strategies used for the content areas included the CALLA approach, cooperative learning, language experience, hands-on mathematics and science, whole language, and peer tutoring.

- By June 30, 1993, at least 50 percent of a random, stratified sample of the target population will show improvement in math, science, and social studies by maintaining a satisfactory or improving one level, as demonstrated by a comparison of the November report card to the end of year report card.

Based on the random, stratified sample chosen, 80 percent of students maintained a satisfactory level or showed improvement in mathematics (see Table 7); 90 percent maintained a satisfactory level or showed improvement in science (see Table 8); and 88 percent maintained a satisfactory level or showed improvement in social studies (see Table 8).

The project met its objective for content areas.

TABLE 7

Final Grades in
E.S.L. and Mathematics, by Site

Fall 1992/Spring 1993

Site	E.S.L.		MATHEMATICS	
	Number of students for whom data were reported	Percentage of students increasing at least one level	Number of students for whom data were reported	Percentage of students maintaining a satisfactory level or improving
P.S. 1	5	100	5	100
P.S. 2	9	88	9	77
P.S. 33	9	78	9	88
P.S. 42	9	77	9	44
P.S. 51	10	30	10	80
P.S. 111	10	100	10	100
P.S. 116	8	100	10	100
P.S. 124	10	50	10	100
P.S. 151	10	70	9	66
P.S. 198	10	20	10	50
Total	90	69	91	80

Table 8

Final Grades in
Science and Social Studies, by Site

Fall 1992/Spring 1993

Site	Science		Social Studies	
	Number of students for whom data were reported	Percentage of students maintaining a satisfactory level or improving	Number of students for whom data were reported	Percentage of students maintaining a satisfactory level or improving
P.S. 1	5	100	5	100
P.S. 2	9	100	9	100
P.S. 33	9	77	9	100
P.S. 42	9	88	9	67
P.S. 51	10	80	10	80
P.S. 111	10	100	10	100
P.S. 116	10	100	10	90
P.S. 124	10	100	10	90
P.S. 151	9	77	7	86
P.S. 198	10	80	10	70
Total	91	90	89	88

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Four project students were mainstreamed following the 1991-92 school year. Their subsequent progress was not monitored.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Mainstreaming

This year 47 students (5 percent) were mainstreamed.

Grade Retention

Last year, one project student was retained in grade. This year, no students were retained. Project CALLA did not propose any objectives for grade retention.

Attendance

Project CALLA did not propose any objectives for attendance. The overall project attendance rate for the year under review was 91.7, based on 960 students. (See Table 9.)

Placement in Gifted and Talented Programs

No project students were referred to gifted and talented programs following the 1991-92 school year. This year, 11 students were placed in gifted and talented programs.

TABLE 9

Project and Mainstream Students' Attendance, by Site

Site	Project Student Attendance	Mainstream Attendance
P.S. 1	96.0	93.1
P.S. 2	93.4	90.4
P.S. 33	86.0	84.1
P.S. 42	94.4	93.5
P.S. 51	86.8	92.5
P.S. 111	90.3	88.2
P.S. 116	87.0	87.7
P.S. 124	97.1	96.6
P.S. 151	88.5	88.4
P.S. 198	88.9	77.5

Case History

I.A. was an eight-year-old second grader from Ecuador who had lived in the United States for three years. I.A.'s parents did not speak English and reported that they were not able to help him with his homework. Despite this, I.A. made good progress in school. He scored at the 99th percentile on the spring 1993 LAB and received grades of "good" and above from his classroom teacher. His attendance at school was also very good. I.A.'s participation in Project CALLA contributed to his success in school, as did his mother's increased involvement in his education—she attended a number of parent meetings and workshops.

STAFF DEVELOPMENT OUTCOMES

- By November 30, 1992, the Resource Teacher will have completed classroom-specific needs assessments of LEP students and teachers of LEP students in each target school, as measured by needs assessment logs.

The resource specialist administered a questionnaire in the fall of 1992 to staff both at workshops and individually, that addressed staff goals and needs for development activities in E.S.L. and E.S.L. in the content areas.

The project met its objective for completion of needs assessment logs.

- By June 30, 1993, the Resource Teacher will have successfully provided a range of project services to LEP students, as measured by project logs.

The resource teacher provided numerous model lessons to participating students and teachers, following up with meetings and visits to the classrooms. The resource teacher worked with students from P.S. 111 on a Puerto Rican Heritage Fair project that won third place in a citywide competition. The class was invited to a special luncheon in honor of the winners. The resource teacher also worked on a play, *The Music Machine*, at P.S. 198. Two performances were given for staff, parents, and students. The project coordinator maintained a log which documented these activities.

The project met its objective for the resource teacher providing services to LEP students.

- By Mar 30, 1993, the Resource Teacher will have collected, modified, and developed a library of E.S.L. resources for the teachers in the target schools, as measured by the existence and use of the library.

The resource teacher maintained a library of E.S.L. resources she established at P.S. 198.

The project met its objective for an E.S.L. resource library.

- By June 30, 1993, the Resource Teacher will have successfully provided a range of project services to the teachers of LEP students, as measured by project logs and independent observations of the techniques used by teachers of LEP students in their classrooms.

The resource teacher provided E.S.L. training, and individualized follow-up to teachers of LEP students.

The project met its objective for providing training to teachers.

- By June 30, 1993, the Resource Teacher will have begun to collect, edit, and distribute the best of the teacher-developed units in each subject area, as measured by the creation and distribution of such materials.

Samples from a collection of teacher-developed lessons/units were updated throughout the year and were distributed to teachers in June of 1993.

The project met its objective for creation and distribution of teacher-developed units.

- By September 1, 1992, 35 teachers at the target schools will have completed a one-week summer institute on CALLA techniques and methodologies.

Thirty-five teachers at the target Project CALLA schools completed a one-week summer institute on CALLA techniques and methodologies. The project met its objective for teacher attendance at the summer institute.

- By September 1, 1992, 80 percent of the participating teachers in the summer institute will have demonstrated knowledge of the content and methodology of cognitive approaches to English language development, as measured by pre- and post-training questionnaires.

OREA provided a questionnaire for teachers to indicate whether the summer institute increased their knowledge of the content and methodology of cognitive approaches to English language development. All questionnaires were returned and all indicated that respondents had increased their knowledge as a result of participating in the summer institute.

The project met its objective for staff increase of knowledge.

- By February 1, 1993, all participating teachers will have completed individual needs assessments for working with their LEP students, as measured by the Resource Teacher needs assessment logs.

All teachers completed needs assessments on individual students and updated them throughout the year.

The project met its objective for teacher completion of needs assessments.

- By June 30, 1993, 90 percent of participating teachers will have received direct, individualized services from the Resource Teacher.

The resource specialist met with participating teachers and gave individualized training throughout the year.

The project met its objective for teachers receiving services from the resource teacher.

- By June 30, 1993, 90 percent of participating teachers will demonstrate the use of project-provided E.S.L. strategies, as well as modify and develop their own materials and/or used materials modified and developed by their colleagues to better meet the needs of the LEP students as measured by a questionnaire.

OREA provided a questionnaire for teachers to measure this objective. The results indicated that 100 percent of participating staff used the project-provided E.S.L. strategies, modified or developed their own materials to use with LEP students, and/or used materials modified or developed by their colleagues.

The project met its objective for staff use and modification or development of E.S.L. strategies.

- By June 30, 1993, 65 percent of the participating teachers will have established mechanisms for meeting regularly with E.S.L./bilingual and/or subject area teachers of LEP students at the same grade level, as measured by participating teacher and Resource Teacher logs.

All E.S.L. teachers established mechanisms for meeting regularly with E.S.L./bilingual and or subject area teachers of LEP students. This was demonstrated by logs which were kept on meetings with the classroom/bilingual teachers.

The project met its objective for mechanisms established for meetings.

PARENTAL INVOLVEMENT OUTCOMES

An OREA consultant observed a parent E.S.L. class at P.S. 33. The class began with the students saying "good morning" to each other. The resource specialist then began a discussion about the date and weather and put key phrases on the blackboard. The class discussed holidays, colors, television shows, sports, animals, fruits, and foods, as the resource specialist put the words on the blackboard. Then the resource specialist distributed a survey which asked, "What is your favorite holiday, color, sport, (etc.)?" Parents were to fill out the survey themselves and also interview a friend and fill out their answers.

- By June 1993, at least 60 percent of the parents of participating students will have taken part in three or more activities for parents, as measured by attendance records for parental involvement activities.

A variety of parental activities were sponsored by Project CALLA, such as PAC meetings, E.S.L. classes, and SABE and NAAPAE conferences. These activities were well attended: for example, 100 parents attended the SABE conference. The project coordinator indicated, however, that while great strides had been made toward meeting this objective, the enormous number of students served by the project made it unrealistic to expect 60 percent of parents to attend activities. It was also difficult to document whether the parents that attended these activities were the parents of project students.

The project did not meet the parental involvement objective for activity attendance. The project director indicated that a greater emphasis will be placed on documenting the involvement of project parents in activities.

- By June 1993, at least 60 percent of the parents of participating students will have demonstrated a satisfactory level of understanding of and participation in their children's education, as measured by a parent checklist and by teachers reports.

OREA provided a questionnaire for parents in English, Chinese, and Spanish to measure this objective. Since it would be unrealistic to attempt to contact even 60 percent of the parents of the almost 1,000 participating students, questionnaires were given to the parents of the random stratified sample of 95 students called for in the student objectives.

Based on the questionnaires returned, 89 percent of parents indicated that they felt that they had a better understanding of their child's education, and 96 percent indicated that they participated more in their child's education as a result of the project.

The project met its objective for parental understanding and participation.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

The project met its student objectives for English language development and the content areas, as well as all its staff development objectives. The project met one of two parental involvement objectives; the objective for parental participation in activities was not met. This may have been due to inadequate records, or the unrealistically high percentage of parent participation called for in the objective. The project director indicated that a greater emphasis will be placed on documenting the involvement of project parents in activities.

The project not only benefited the students academically but also increased awareness of their own and other cultures. Teachers were given training by the project resource specialist. Parents were provided with E.S.L. classes as well as other activities.

MOST AND LEAST EFFECTIVE COMPONENTS

The project coordinator believed that the training for teachers was particularly effective, and reactions to it were positive. In addition, parental E.S.L. classes were well received. The coordinator also felt that it would be beneficial to hire additional resource teachers. There was only one resource teacher (who also served as project coordinator) and one neighborhood family worker to provide training and support to the ten CALLA schools, 44 participating teachers, and almost 1,000 students.

RECOMMENDATION TO ENHANCE PROJECT EFFECTIVENESS

The following recommendation was made based on the findings of this evaluation:

- Seek to modify the objective for parental participation in activities, to make it more realistic.

APPENDIX A

Instructional Materials

Scholastic Publications

How the Forest Grew
Animals on the Job
Backyard Insects
Antarctica
Experiment with Water
Fossils Tell of Long Ago
Nine True Dolphin Stories
A Picture Book of Hanukkah
A Seed Is a Promise
Sharks
Skeletons! Skeletons!
Storms
Sun, Stars, and Planets
Water's Way
Weather Words and What They Mean
Wild Animal Families
Wonders of Science
Fabulous Facts About the 50 States
Facts and Fun About the Presidents
50 Simple Things Kids Can Do to Save the Earth
Amazing Earth Adventures
Buildings, Bridges, and Tunnels
The Call of the Wolves
The Cloud Book
Chickens Aren't the Only Ones
The Long Way to a New Land
Frederick Douglass Fights for Freedom
The Story of George Washington Carver
True Stories About Abraham Lincoln
What Are You Figuring Now?
It's Groundhog Day
It's April Fools Day
The Pilgrim's First Thanksgiving
Flags of the United Nations
Paper Tricks
The Photography Book
Harry Houdini
The First Woman Doctor

They Led the Way
The Story of Thomas Alva Edison, Inventor
The Kids No-Cook Cookbook
Chicken Soup With Rice
Alexander and the Terrible, Horrible, No Good, Very Bad Day
A Picture Book of Martin Luther King
Arroz con leche
The Three Billy Goats Gruff
The Twelve Days of Christmas
Las Navidades
The Night After Christmas
The Night Before Christmas
The Chanukkah Guest
Peter Cottontail's Easter Book
Eating Fractions
Jesse Bear What Will You Wear?
Play Rhymes
I Am Curious About Seasons

Raintree/Steck-Vaughn Publishers

First Starts (set)
Level C Our Communities
America's Story

Modern Curriculum Press

Multicultural Celebrations I (set)
Exploring Our Work, Level A (set)
Tu Salud tu mundo
Cuantas forms
The Universe
All of a Kind Family
El Paseo de Niki
La Banca en el Parque
El Cocodrilo Con Mucha Hambre
Una Tormenta de Verena
Poetry Power E.S.L Set
Our Solar System

Rigby

What's In the Cupboard
Green Bananas

Creature Feature
Off to Work
A Farm's Not a Farm
When the Circus Comes to Town
Animal Clues
Save Our Earth
Book of Animal Records
The Lost Dinosaur
The Three Little Pigs
Penny Penguin's Party
Shiny Shells
A Strange Stew
Ten Silly Sheep
A Mean Machine
Paint A Rainbow
Our Sister's Surprise
Mr. McMunch
Pirates' Gold
The Great Carrot Mystery

Sundance

Reading Math Themes
Reading Science Themes
Reading Social Studies Themes
Strega Nona
The Day of the Rainbow
The Magic Wings
Destination: Antarctica
Hands
Mei Ling's Tiger
I Have A Dream
The Alphabet Book/El Abecedario
Tortilla For Emily

Addison-Wesley

Complete Program-Multicultural Sing-Along Big Book Program
Complete Program-Early Childhood
The Gingerbread Man

Attanasio and Associates, Inc.

Jazz Chant Fairy Tales Kit

The Wright Group

Twig Books
First Nature Watch
My Wonderful Aunt Story 1, 2
Now I Am Six
You are Special
Fact and Fantasy
Too Big For Me
Mrs. Wishy-Washy
Grandpa, Grandpa
The Hungry Giant
Dan the Flying Man
Go, Go, Go
Shopping Set
Baby Gets Dressed
Sunshine Read Together Big Books
I Dream
Shopping Bag Set
Baby Gets Dressed Set A
The Birthday Cake Set A
Huggles Breakfast Set A
Our Granddad Set B
The Long, Long Tail Set B
What is a Huggles? Set B
Yuck Soup Set B
My Home Set C
When Itchy Witchy Sneezes
Uncle Buncle's House Set C
What Would You Like? Set E
Un abrazo es tan caluroso Set D
Mi hogar Set C
Yo amo a mi familia Set C
Nuestra calle Set D

Environments, Inc.

Rain Forest
Will I Have a Friend?
Quiet Mother and Noisy Little Boy
How My Parents Learned to Eat
The Circus Baby
The Carrot Seed
Monarch Butterfly
From Seed to Plant

APPENDIX B

Class Schedule

	Period							
DAY	8:40-9:30	9:30-10:15	10:15-11:00	11:00-11:45	11:45-12:35	12:35-1:20	1:20-2:10	2:10-2:55
Mon.	Language Arts*	Language Arts	Math	Music	E.S.L. Science	L	Writing Process	Center Time
Tues.	Language Arts	Language Arts	Math	Gym	E.S.L. Social Studies	U	Writing Process	Center Time
Weds.	Language Arts	Language Arts	Math	Library	E.S.L. Science	N	Writing Process	Center Time
Thurs.	Language Arts	Language Arts	Math	Computer	E.S.L. Social Studies	C	Writing Process	Center Time
Fri.	Language Arts	Language Arts	Math	Art	Hands-On Science	H	Hands-On Science	Center Time

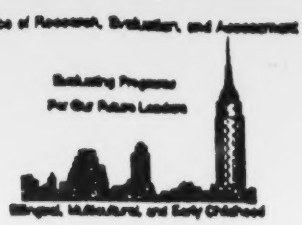
* This and all other language arts classes involve reading, writing, speaking, and listening using E.S.L. techniques.

BEST COPY AVAILABLE

APPENDIX C

Questionnaires

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490


Office of Research, Evaluation, and Assessment
Educating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

STAFF DEVELOPMENT ASSESSMENT

101
1 2 3

Program: **CALLA**

In the boxes at the right, mark "Y" for Yes, "N" for No.

As a result of participating in the Summer Institute of pre-service training for Project CALLA:

1. Did you increase your knowledge of the content of cognitive approaches to English language development? [ ] 4

2. Did your knowledge of the methodology of cognitive approaches to English language development increase? [ ] 5

Thank you very much.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION AND ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

STAFF DEVELOPMENT QUESTIONNAIRE

Program: **CALLA**

8 9
1 2

Directions: Please write "Y" for Yes, "N" for No in the boxes at the right.

1. As a result of participating in Project CALLA, have you used the E.S.L. strategies provided by the project?

☐ 3

2. Have you developed and/or modified your own materials to use with LEP students?

☐ 4

3. Have you used E.S.L. materials developed and/or modified by other staff members in your classroom?

☐ 5

THANK YOU.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK CITY PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490

PARENT QUESTIONNAIRE/CUESTIONARIO PARA PADRES/ 家長问卷

Program: CALLA

8 9
1 2

Directions: Please write "Y" for Yes and "N" for No in the boxes at the right.

Since your child has participated in Project CALLA:

1. Do you feel that you have a better understanding of his/her education? ☐ 3

2. Have you participated more in his/her education? ☐ 4

Programa: CALLA

Instrucciones: Por favor escriba en el recuadro a la derecha "S" por Sí y "N" por No.

Desde que su hijo está participando en el Proyecto CALLA:

1. ¿Piensa usted que entiende mejor su educación? ☐ 3

2. ¿Ha aumentado su participación en la misma? ☐ 4

如果您对问题的回答是肯定的，请在右边空格中填入"Y"，否则请填"N"。

自从您的孩子加入本双语教育计划：

1. 您是否增进了对孩子的教育的了解？ ☐ 3

2. 您是否对孩子的教育有更多的参预？ ☐ 4